# Textbook Alignment to the Utah Core – 1st Grade Mathematics

***This alignment has been completed using an "Independent Alignment Vendor" from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.)*** ***Yes*** ✓ ***No*** _____

**Name of Company and Individual Conducting Alignment:** Standard Media Services, LLC: David A. Johnson

**A "Credential Sheet" has been completed on the above company/evaluator and is (Please check one of the following):**

☐ **On record with the USOE.**

✓ **The "Credential Sheet" is attached to this alignment.**

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 1st Grade Mathematics Core Curriculum**

**Title:** ***Math Connects*** **©2009 Grade 1** **ISBN#: Vol 1: 978-0-02-105725-2**

**ISBN#: Vol 2: 978-0-02-105726-9**

**Publisher: Macmillan/McGraw-Hill**

**Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %**

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%**

**STANDARD I: Students will acquire number sense and perform simple operations with whole numbers.**

| **Percentage of coverage in the *student and teacher edition* for Standard I: 100 %** | **Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%** | | |
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| **OBJECTIVES & INDICATORS** | **Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)** | **Coverage in *Ancillary Material* (titles, pg #'s, etc.)** | ***Not covered in TE, SE or ancillaries*** ✓ |

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| **Objective 1.1: Represent and use whole numbers up to 100.** | | | | |
| **a.** | Count, read, and write whole numbers. | SE/TE: 23-26, 27-28, 29-30, 31-32, 44, 250, 269, 253, 419-422, 423-424, 429-432, 433-434, LA7-8 | | |
| **b.** | Represent whole numbers using the number line, models, and number sentences. | SE/TE: 2, 15, 23-24, 27-28, 30, 39-40, 48, 51-52, 53-54, 63, 69-72, 80, 89-90, 152, 165-167, 189-190, 203-204, 263-264, 323-324, 328, 337-338, 339-340, 419-422, 423-424, 429-432, 433-436, 443-444 445-446, 485-486, 491-492, 495-496, 499-500, 501-502, 505, 509, LA6, LA7, LA8 | | |
| **c.** | Represent whole numbers greater than 10 in groups of tens and ones using objects, pictures, and expanded notation. | SE/TE: 27-28, 29-30, 243-244, 245-246, 253, 255-256, 269, 323-324, 343, 419-422, 423-424, 429-432, 433-437, 439440, 443-444, 449-450, 485-486, 487-488, 491-492, 495-496, 499-500, 501-502, LA5-LA6, LA7-LA8, LA9-LA10 | | |
| **Objective 1.2: Identify simple relationships among whole numbers up to 100.** | | | | |
| **a.** | Compare and order sets of objects and numbers using the terms greater than, less than, and equal to when describing the comparisons. | SE/TE: 4, 35-37, 38, 44, 64, 120, 157-158, 163-164, 443-444, 450 | | |
| **b.** | Make reasonable estimates of the quantitative difference between two sets of objects. | SE/TE: 256, 439-440, 495-496, 505-506 | | |
| **c.** | Identify one more, one less, 10 more, and 10 less than a given number. | SE/TE: 39-40, 171-172, 177, 481-482 | | |
| **d.** | Identify numbers missing from a counting sequence. | SE/TE: 39-40, 44, 100, 240, 249- | | |

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| | | 253, 259, 265, 265, 270, 416 | | |
| **e.** | Represent part-whole relationships using the number line. | SE/TE: 165-166, 189-190, 328, 495-496 | | |
| **Objective 1.3: Model, describe, and illustrate the meanings of addition and subtraction and use these operations to solve problems.** | | | | |
| **a.** | Use a variety of models, including objects, length-based models, the number line and the ten frame to describe problem types (i.e., part-whole, combine, separate, compare). | SE/TE: 4, 5-6, 51-52, 53-54, 55-56, 59-60, 63, 6566, 69-72, 75-76, 79-80,89-90, 91-93, 95-96, 99, 101-102, 103-104, 107-110, 111-112, 155-156, 157, 163, 165-166, 167, 169-170, 171, 185-186, 189-190, 195-196, 199-200, 204-205, 243-244, 245-246, 274, 277-278, 279-280, 281-283, 289, 301-304, 317-318, 319-320, 323-324, 335-336, 337-338, 339-340, 482, 485-486, 487-488, 491-492, 495-496, 499-500, 501-502, 505, LA3-LA9 | | |
| **b.** | Use the properties of addition (i.e., commutativity, associativity, identity element) and the mathematical relationship between addition and subtraction to solve problems. | SE/TE: 59-60, 65-66, 67-68, 69-72, 95-96, 155-156, 195-196, 197-198, 199-200, 201, 202, 205, 323-324, 327, 329-330, 331-332, 335-336, 337-338, LA3, LA4 | | |
| **c.** | Compute basic addition facts (up to 10 + 10) and the related subtraction facts using strategies (e.g., 6 + 7 = (6 + 4) + 3 = 10 + 3 = 13). | SE/TE: 65-66, 67-68, 69-72, 101-102, 103-104, 195-196, 197-198, 199-201, 202, 205, 317-318, 319-320, 321, 323-324, 327, 329-330, 331-332, 335-336, 337-338, LA3, LA4 | | |
| **d.** | Find the sum of three one-digit numbers. | SE/TE: 323-324, 327, 343, LA4 | | |
| **STANDARD II: Students will identify and use number patterns and properties to describe and represent mathematical relationships.** | | | | |

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| **Percentage of coverage in the *student and teacher edition* for Standard II: 100 %** | | **Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard II: _____%** | | |
| **OBJECTIVES & INDICATORS** | | **Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)** | **Coverage in *Ancillary Material* (titles, pg #'s, etc.)** | ***Not covered in TE, SE or ancillaries*** ✓ |
| **Objective 2.1: Recognize, describe, and represent patterns with more than one attribute.** | | | | |
| **a.** | Sort and classify objects using more than one attribute. | SE/TE: 123-124, 127, 131 | | |
| **b.** | Identify, create, and label repeating patterns using objects, pictures, and symbolic notation. | SE/TE: 14, 17-18, 19-20, 31-32, 34, 43, 290, 247-248, 263-264, 389-390, P3 | | |
| **c.** | Identify, create, and label growing patterns using objects, pictures, and symbolic notation. | SE/TE: 29-30, 259-260, 261-262, 263-264, TP4, TP6 | | |
| **d.** | Use patterns to establish skip counting by twos, fives, and tens. | SE/TE: 245-246, 259-260, 261-262, 265, 270, 498 | | |
| **Objective 2.2: Recognize and represent mathematical relationships using symbols and use number sentences with operational symbols to solve problems.** | | | | |
| **a.** | Recognize that "=" indicates that the two sides of an equation are expressions of the same number. | SE/TE: 55-56, 57, 79, 85, 91, 115, 152, TP3 | | |
| **b.** | Recognize that "+" indicates the joining of sets and that "-" indicates the separation of sets. | SE/TE: 55-57, 79, 115, 152, TP3 | | |
| **c.** | Write and solve number sentences from problem situations involving addition and subtraction, using symbolic notation for the missing value (e.g., $\Delta + 4 = 7$). | SE/TE: 75-76, 317-318, 327, LA3, LA4 | | |
| **d.** | Create problem situations from given number sentences | SE/TE: 51-52, 196, 325-326, 327, | | |

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| | involving addition and subtraction. | 332 | | |
| **STANDARD III: Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.** | | | | |
| **Percentage of coverage in the *student and teacher edition* for Standard III: 100 %** | | **Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard III: _____%** | | |
| **OBJECTIVES & INDICATORS** | | **Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)** | **Coverage in *Ancillary Material* (titles, pg #'s, etc.)** | ***Not covered in TE, SE or ancillaries*** ✓ |
| **Objective 3.1: Identify, describe, and create simple geometric figures.** | | | | |
| **a.** | Name, create, and sort geometric plane figures (i.e., circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, hexagon). | SE/TE: 14, 123-124, 391-392, 395-396, 397, 399-400, 405-406, CS1 | | |
| **b.** | Identify geometric plane and solid figures (i.e., circle, triangle, rectangle, square, trapezoid, hexagon, rhombus, parallelogram, cube, sphere, cone) in the students' environment. | SE/TE: 9-10, 381, 385-386, 388, 391-392, 393, 395-396, 397-398, 399-400, 406; 408, 409-410, 411, 453 | | |
| **c.** | Compose and decompose plane and solid figures (e.g., make two triangles from a square) and describe the part-whole relationships, the attributes of the figures, and how they are different and similar. | SE/TE: 10, 405-406, 457-458, 461-162, 465, 467, CS5-CS6 | | |
| **Objective 3.2: Identify measurable attributes of objects and units of measurement, and use appropriate techniques and tools to determine measurements.** | | | | |
| **a.** | Identify the appropriate tools for measuring length, weight, capacity, temperature, and time. | SE/TE: 146, 209, 211, 215-216, 217-218, 221, 223-226, 227-228, | | |

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| | | 230, 233-234, 235-236, 237, 254, LA11-LA12, LA13-LA14, P13, P14, CS9-CS10 | | |
| **b.** | Measure the length of an object using nonstandard units and count the units using groups of tens and ones. | SE/TE: 279-280, 281-283, 299-300, 310, 362, LA12 | | |
| **c.** | Identify the value of a penny, nickel, dime, quarter, and dollar, and determine the value of a set of the same coins that total 25¢ or less (e.g., a set of 5 nickels equals 25¢). | SE/TE: 349, 351-352, 353-354, 355-356, 357-358, 359-360, 361, 363-364, 365-366, 367-368, 369-370, 371-372, 373, 374, 377-378, 498, P15-P16, CS3-CS4 | | |
| **d.** | Tell time to the hour and half-hour. | SE/TE: 215-216, 217-218, 219-220, 221, 223-226, 227-228, 230, 231-232, 234, 235-236, 254, 328, P13, CS2 | | |
| **e.** | Name the months of the year and seasons in order, and use a calendar to determine the day of the week and date. | SE/TE: 18, 31, 133, 145-146, 254, 486 | | |
| **Objective 3.3: Collect, organize, and represent simple data.** | | | | |
| **a.** | Collect and represent data using tables, tally marks, pictographs, and bar graphs. | SE/TE: 11-12, 125-126, 127-128, 129-130, 134, 137-138, 140, 148, 328, P4, P11 | | |
| **b.** | Describe and interpret data. | SE/TE: 11-12, 72, 119, 125-126, 127-128, 129-130, 133-134, 135, 137-140, 146, 147-148, 328, 432, P-4, P7 | | |